

Module 4

DEVELOPING READING SKILLS



THE COMMONWEALTH *of* LEARNING

General Education Modules
for Upper Primary and Junior Secondary School Teachers
of Science, Technology and Mathematics by Distance
in the Southern African Development Community (SADC)

Developed by

The Southern African Development Community

Ministries of Education in:

- Botswana
- Malawi
- Mozambique
- Namibia
- South Africa
- Tanzania
- Zambia
- Zimbabwe

In partnership with The Commonwealth of Learning

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GENERAL EDUCATION MODULES

This module is one of a series prepared under the auspices of the Southern African Development Community (SADC) and The Commonwealth of Learning as part of the Science, Technology and Mathematics Programme (STAMP 2000+). These General Education modules enable teachers to enhance their professional skills through distance and open learning. Many individuals and groups have been involved in writing and producing these modules. We trust that they will benefit not only the teachers who use them, but also, ultimately, their students and the communities and nations in which they live.

The eighteen General Education modules are as follows:

- Module 1: *Multigrade Teaching: Introduction to Multigrade Teaching*
- Module 2: *Multigrade Teaching: Classroom Organisation and Management*
- Module 3: *The Reading Process*
- Module 4: *Developing Reading Skills*
- Module 5: *Special Educational Needs: An Introduction to Teaching Traumatised Children*
- Module 6: *Special Educational Needs: A Practical Guide to Teaching Traumatised Children*
- Module 7: *Education Management Development: Part A*
- Module 8: *Education Management Development: Part B*
- Module 9: *Child Development*
- Module 10: *Concepts of Learning*
- Module 11: *An Introduction to Concepts in Language and Communication*
- Module 12: *Language and Communication: Language in Use*
- Module 13: *Curriculum Theory, Design and Assessment*
- Module 14: *Curriculum Practice*
- Module 15: *A Theoretical Framework on Innovations in Education*
- Module 16: *Effects of Social Changes on Education*
- Module 17: *Comparative Education: Introduction to Key Concepts in Comparative Education*
- Module 18: *Comparative Education: Themes and Trends in Comparative Education in SADC Countries*

A MESSAGE FROM THE COMMONWEALTH OF LEARNING



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Module 4

DEVELOPING READING SKILLS

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DEVELOPING READING SKILLS

This is one of a series of modules in the General Education courses developed by Ministries of Education in the SADC region in cooperation with The Commonwealth of Learning.

In Module 3, you were introduced to the reading process. This understanding should help in your journey toward becoming an efficient reader and your endeavour to equip learners with tools needed for processing texts. Module 4 will adopt a more practical approach by introducing various activities through which learners will acquire appropriate reading skills.

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LEARNING TIPS

You will find the following tips helpful as you study this module.

- **Set aside some time each day to work on this module.** If possible, study at the same time and in the same place so you are comfortable with your study surroundings. Learning at a distance requires discipline and motivation.
- **Go through the module unit by unit.**
- **Note any words you do not understand.** Look them up in a dictionary or other reference source or discuss them with your colleagues.
- **Underline or highlight important passages.** Make summary notes in the margins of long passages. Writing will help you to remember the material. You may also choose to make diagrams that illustrate how different ideas are related or list the steps in a procedure or technique.
- As you work through this module, **keep in mind your learners and their educational needs** as well as your instructional goals and your subject matter. How will you apply what you are learning?
- Read the assignment instructions carefully. Then, **do all the self-assessment activities** before proceeding to the Suggested Answers section.
- **As you undertake each activity, relate it to the practice of teaching** and analyse how it will help you to enhance the teaching-learning situation. Always ask yourself how you could use this material.
- **Apply some of the suggested techniques to your teaching.** All suggestions may not be appropriate for your situation, but how will you know unless you try them? Keep a record of what techniques work and an explanation of why some techniques appeared to fail. What does not work now may work later with different students.
- It may be difficult, but try to **meet occasionally with other teachers** to discuss the content and application of suggestions provided in this module.
- If you experience difficulty in understanding some aspect of the module, do not despair! You are meant to be challenged. **Do not give up!** Just remember that your goal is to be the best teacher that you can be. Think of what you would tell a student who was experiencing difficulty in your classroom. Then, apply the same advice to yourself.

ICONS

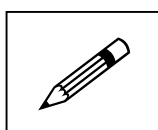
Throughout each module, you will find the following icons or graphic symbols that alert you to a change in activity within the module. Only the icons that are required are used in each module.



Text or Reading Material: provides information about the topics that are covered in a module. The subject matter for each SADC module is organised into units.



Introductory Activity: requires you to focus on the content that will be discussed in a unit.



Self-Assessment: enables you to check your understanding of what you have read and, in some cases, to apply the information presented in the unit to new situations.



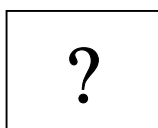
Practice Activity: encourages you to review and apply what you have learned before taking a unit test.



Reflection: asks you to relate what you have learned to your work as a teacher or education officer in your community.



Summary: highlights or provides an overview of the most important points covered in a unit.



Unit Test: concludes each unit.



Suggested Answers: allow you to evaluate your learning by providing sample answers to assessments, activities and the unit test.

UNIT 1: Reading Challenges



Introduction

Reading is a highly complex act, the result of a network of abilities and skills. To enable students to become competent readers, schools and their communities must be prepared to deal with the challenges involved in developing an effective reading programme. For example, a number of students will have below-average reading competence, which may be due to disparities in learning opportunities between urban and rural settings. As a result, teachers must work diligently to motivate such students, who may be less interested in reading and place less value on reading than they should.

As you study this module, also refer to related sections of Module 3, *The Reading Process*.

Objectives

This unit examines some of the challenges that teachers face in developing a programme for teaching reading. It is important that you view all the hurdles to be encountered along the path as challenges you will want to overcome.

After completing this unit, you should be able to:

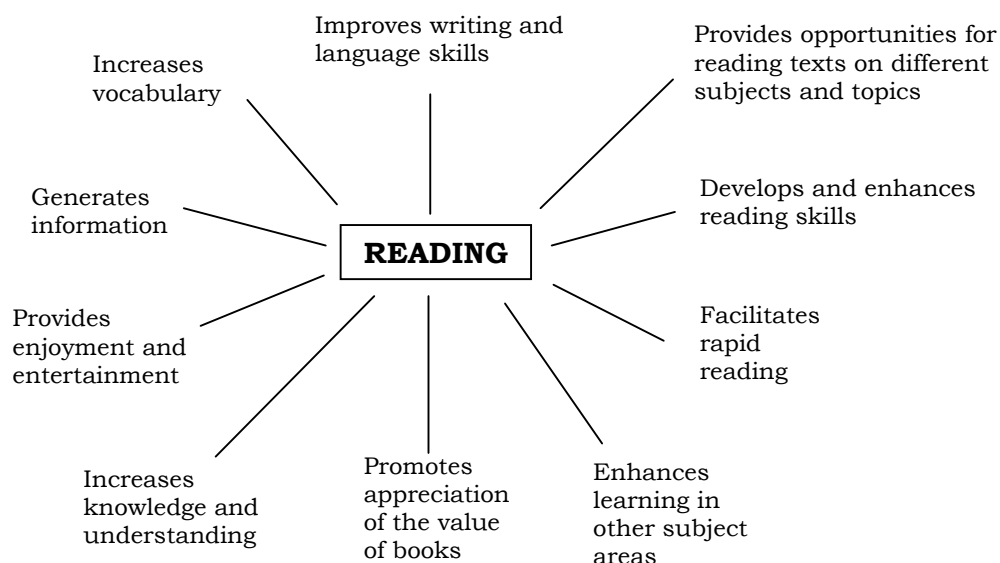
1. Define the word 'challenge'.
2. Identify some of the skills and challenges that both teachers and students face in a reading programme.
3. Identify the challenges that may be posed by inadequate resources.

What Is a Challenge?

According to the *Oxford Advanced Learners Dictionary* (1995), **challenge** refers to "a difficult task that tests somebody's ability". This means you will have to exert a lot of effort to overcome the difficulty.

The benefits of reading are many and varied. These are represented in Figure 1, below. Mastering the challenge of reading is well worth the effort because it is a powerful stimulus to learning and achieving in all subject areas, as well as to personal and professional growth and satisfaction. An effective reading programme has several benefits as illustrated in the figure below.

Figure 1. Benefits of an Effective Reading Programme



A Summary of Important Reading Skills

The single most important set of skills senior students need to learn are those which enable them to derive meaning from the printed page. They include:

Reading Comprehension (reading for information, study and research)

- finding the main idea
- noting details
- recognising sequence
- making comparisons
- making inferences
- drawing conclusions
- predicting outcomes
- seeing cause and effect relationships
- evaluating content.

Reading for Appreciation (reading for information, enjoyment and entertainment)

- reading “between the lines” and getting the meaning of figurative language
- understanding the thoughts, feelings and motives of the writer, as well as those of the characters in the book or passage
- identifying the changing events and shifting moods of the selection

- reading for the sheer pleasure of understanding the content and presentation and using the skills.

Vocabulary Development (understanding words and increasing the number of words known)

The ability to obtain meaning is largely determined by the students' ability to recognise and understand words. This requires knowledge and skills such as:

- identifying and understanding basic words with ease
- identifying longer words using portions of words such as prefixes, suffixes and root words to assist in identifying the meaning of words from previous experience or through context, that is, the way they are used in a sentence or passage
- using a dictionary, atlas or other reference material.

It is the teachers' vital responsibility to ensure that students acquire an ever-widening pool of words and verbal images.

Selecting and Gathering Reference Material for a Specific Purpose such as:

- selecting pertinent information
- recognising and rejecting irrelevant ideas
- recognising similarities in some references and deciding which is more useful
- using an index
- using encyclopaedias, atlases, almanacs and other references
- skimming and scanning.

Oral Reading

The ability to read orally with proper interpretation and to react creatively involves more than simply understanding the printed word. Fluent oral reading is an acquired skill that may be a sign that students can understand the written word. It can be a source of great personal satisfaction as students share their pleasure and achievement with listeners. Oral reading may help you to identify reading difficulty, as students may not be able to pronounce words they do not understand, and they may stumble over complex phrasing that helps more able readers to comprehend the text. Keep in mind, however, that some students are able to "call the words" fluently without understanding their meaning.

The Students

As you work with your students, you will become aware that some of them simply cannot read. Pay special attention to this

group of learners. For a variety of reasons they have not mastered the fundamentals, yet those students are capable of rapid improvement with sympathetic treatment and careful teaching that counteracts their frustration and discouragement. Use simpler materials, build vocabulary and use pictures and illustrations to derive meaning from a text.

Because reading is such a complex skill, problems in learning to read are many and varied. These problems may range from those that are habit-based to those that require specialised attention. The following are signs of problems that may retard progress in reading:

- vocalising
- sub-vocalising
- pointing
- too many eye regressions.

The table below summarises the above problems and offers some solutions.

Examples of Reading Deficiencies and Solutions

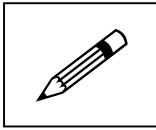
Problems	Examples	Possible Solutions
Pointing	Pointing at words as they read	Ask students to hold their books with both hands.
Vocalising Sub-vocalising	Reading the words aloud Mouthing the words virtually silently	Have students focus on meaning. Provide opportunities for oral reading.
Word-by-word reading Too many eye regressions	Failing to 'chunk' words into meaningful phrases	Give exercises such as flash cards to increase eye span.
Rereading	Going back again and again over parts of the text that have already been read	Give tasks with strict limited time. Focus on meaning and the sequence of ideas.

Adapted from Yorkey, R. (1970). *Study Skills for Students of English*. New York: McGraw-Hill.

All students will respond to teaching that encourages success and values self-esteem.

Apart from students exhibiting some of the above reading habits, there is the problem of developing a culture of reading in the community. Sometimes reading is viewed as a matter for the school alone, and within the school, a matter for language departments alone, while the rest of the community is not involved. This situation deprives students of support and encouragement from their parents, their siblings, other teachers and community members. Therefore, it is important

that the community be actively involved (refer to Unit 8 of Module 3), especially when a reading policy is formulated.

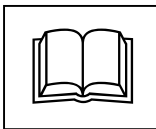


Self-Assessment 1

This unit has identified some basic reading skills and called your attention to some common reading deficiencies that must be addressed during your attempts to develop good readers.

Now, state some solutions that would help you in teaching your students to avoid vocalising, reading word-by-word, moving their eyes back and forth over parts of the text and pointing at words.

Points that could be included in your answer are provided at the end of this unit.



The Teacher

The biggest challenge teachers face is when they recognise that they do not have the reading competencies that they want to develop in their students. This is frustrating, as it will reduce their confidence in front of the students. It is true that we need to be good readers in order to teach students to be good readers. We have pointed out in an earlier unit that teachers have to be examples to the students by practising the relevant reading skills with a variety of texts.

Another concern is that of the attitude of teachers of non-language-based subjects. They often think developing reading skills is a matter only for the language teacher. This is not true.

All teachers are teachers of reading. All subject matter requires students at different times to scan, skim, infer, predict, anticipate and read carefully. These are skills applied across subjects; hence all teachers must consolidate their efforts towards developing successful readers. It is essential for teachers to continue to develop their own competence in reading, as well as to provide effective teaching and support for their students.

Resources

All the above challenges rest on one major challenge, that is, accessing effective and appropriate resources in sufficient quantity. These fall into four categories:

- material resources
- human resources
- financial resources
- time.

The question of resources is a crucial one. There would be no point in encouraging students to read widely if there were no reading materials and competent teachers to foster effective

reading skills. However, schools should not wait for everything to be presented on a 'silver platter'. They could take the initiative and generate some of the resources. For example, students could be asked to bring old books and magazines from their homes. Parents and teachers could ask for donations from the community to generate a stock of reading material or request assistance from school authorities.



Self-Assessment 2

Identify some of the reading challenges that teachers face and explain why resources can be a problem.

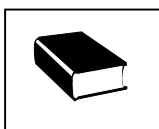
Possible answers to this activity are provided at the end of this unit.



Practice Activity

1. Suggest ways in which you could generate resources for your school library.
2. List the challenges that affect the running of a reading programme in your school.

Possible answers to the above questions are provided at the end of this unit.



Summary

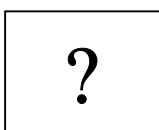
This unit has identified some reading skills and outlined some challenges that teachers face in teaching reading. They are aware that their classes comprise students who come from a variety of backgrounds and have different ability levels. Therefore, some of them are likely to have the problems highlighted in this unit.

We hope that the unit has helped to prepare you to face the many challenges that lie ahead on this road to successful reading. Remember that the idea is to show students how to get there as well as to take them there.



Reflection

The unit you have completed highlighted some of the challenges that face schools. Reflect on your situation and think of how you can develop a reading culture at your school and in your community.



Unit Test

1. Having gone through this unit and the last module, state how you would encourage teachers in non-language-based subject areas to see the need for developing students' reading skills.

2. List the challenges faced by teachers who want to establish a reading programme in their school.

Possible answers to this test are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Below are some solutions that may help students avoid some common reading difficulties.

- Have students keep their fingers on their lips so that they don't vocalise the words.
- Have students read to one another and advise each other every time they vocalise words or point to words.
- Give limited times to complete reading tasks.
- Make students hold books with two hands.

Self-Assessment 2

Teachers may face the challenges outlined below.

- Teachers may lack the expertise to teach reading skills competently.
- Teachers may lack a reading culture.
- Only language teachers are seen as teachers of reading, yet reading occurs in all classes.
- Teachers may lack the resources illustrated below.
 - financial: no budget
 - human: lack of relevant expertise
 - material: no reading materials
 - time: no time allocated for reading, e.g., library period.

Practice Activity

1. In order to generate resources for your school library, you could
 - ask for book donations,
 - conduct fund-raising activities, and
 - seek funding from the Ministry of Education.
2. There is no pre-determined answer, as responses will depend on each school situation.

Unit Test

1. In order to encourage teachers in non-language-based subject areas to help students to develop their reading skills, you could:
 - Remind teachers that students are expected to read textbooks and other materials in different subject areas.

- Tell the teachers that if the students have appropriate skills, it will be easy for them to process different texts. From these texts, the students obtain information that they can then use for different purposes, including examinations. This is not a job of one department.
 - Remind other teachers of how the ability to read affected their lives. Would they be teachers if they couldn't read?
3. Teachers may face the following challenges:
- lack of financial resources,
 - lack of relevant expertise in reading,
 - lack of reading material that is appropriate for the different levels of students, and
 - lack of time allocated to reading.

UNIT 2: Reading Techniques, Part 1



Introduction

Module 3 outlined some of the theoretical principles on which reading rests. It also tried to equip you with various tools to use when tackling various types of texts for various purposes. But all will be lost if all the above ends with you. Your responsibility lies with the students in your class, whom you want to develop into independent readers.

Having explored the principles of reading as a process, you can make more informed decisions about your classroom practice. You are also familiar with the details of your teaching environment and the characteristics of your students. Now, what can you do to support students during the journey towards becoming independent readers?

Your handling of reading will in many ways be influenced by what you know about the reading process. Therefore, your teaching should consider the following:

- the purposeful nature of reading, that is, everyone reads for a reason,
- the interactive nature of reading, since reading is an active process between the reader and the text,
- the variety of tools that can be applied to different reading situations, and
- the need to create support to help students become successful readers.

Objectives

After completing Units 2 and 3, you should be able to:

1. Design reading activities that have pre- (before), reading (during) and post- (after) reading stages.

Reading Stages

Developing effective reading skills requires a deliberate effort on your part. Since reading is mostly a private activity between the reader and the text, you are probably wondering what is happening in the students' minds. Once you have divided the reading activity into phases, i.e., pre-reading, reading and post-reading, you are able to keep track of the progress the student is making. Remember that you are interested in the path the learner takes and the tools used to clear the way. So it is important to keep yourself informed of what is happening during the journey.

The Pre-Reading Stage (before reading)

The purpose of this stage is to:

- arouse interest in the text to be read,
- motivate the reader, and
- discover what the reader already knows about the text.

Harmer (1996: 193) says:

The 'reading to confirm expectations' technique is highly motivating and successful since it interests students, creates expectations and gives them a purpose for reading.

Once you bring in existing knowledge and it is clear to you why you are reading the text, you are more motivated to understand the text.

The following are some of the activities you could engage students in during the pre-reading stage:

- Ask questions to draw from the students' background or existing knowledge on the topic or use a chart, similar to the one below, to gather information.

Aids to Identifying Pre-Knowledge

<i>Things you know</i>	<i>Things you are not sure of</i>	<i>Things you would like to know</i>

Source: Harmer, J. (1996: 191). *The Practice of English Language Teaching*. London: Longman.

- Use pictures related to the text and get students to generate ideas from the pictures. As the students discuss the pictures, you can gather information in relation to how much pre-existing knowledge they have.
- Use diagrams and ask questions related to the diagrams. You may have students label and describe them.
- Try to make connections between the text and the students' environment.
- Ask signpost questions that require students to scan for specific details and skim to get a general impression of the text.

Note that you do not have to take students through all the activities. Choose those that are most appropriate for the text you are using.

Reading Stage

You have now prepared your students for the reading stage. The purpose of this stage is to:

- practise the appropriate skill, and
- accomplish the reading task.

The following are some of the activities you could ask students to do:

- Read silently and answer signpost questions.
- Read for deeper understanding in order to answer more detailed questions.
- Match texts with headings or titles.
- Read scrambled paragraphs of a passage and put them in the right order.
- Read and answer questions, either verbally or in writing.
- Read and make notes.
- Read and carry out instructions.
- Draw and label diagrams.
- Read and present information in a non-linguistic form.
- Summarise the main points of a reading.

Note that activities during the reading stage are guided by the reading purpose.

Post-Reading Stage (after reading)

Although the main reading task has been completed, this is not the end. There has to be a link between the reading skills students have just practised and their application in real life. Thus, the purpose of the stage is to:

- link the new information to real life, and
- consolidate the skills acquired and apply them to new situations.

The students may be asked to:

- conduct a debate on the topic;
- discuss the topic from a different perspective;
- formulate responses, e.g., in the form of letters, interviews and reports;
- produce materials that illustrate the topic; and
- do additional research on the topic.



Self-Assessment 1

List the points made in this unit that may help you to conduct reading lessons.

Points to include in the answer are provided at the end of this unit.



Implementing the Reading Stages

You are now going to consider an example of the use of the three stages of reading during a lesson on HIV/AIDS.

Pre-Reading Stage (before reading)

- Display pictures of people with HIV/AIDS-related illnesses and encourage students to talk about the pictures.
- Ask students what they know about HIV/AIDS.
- Ask them to tell you the difference between HIV and AIDS.
- Use the chart below to collect information about HIV/AIDS.

<i>Things you know</i>	<i>Things you are not sure of</i>	<i>Things you would like to know</i>

- Tell students a short story about someone who died of HIV/AIDS.

Reading Stage

- Tell students that they are going to read a passage about how different people react when they learn that they are HIV-positive.
- Give students jumbled-up paragraphs, each representing a form of reaction or feeling expressed by those who find out that they are HIV-positive.
- Ask students to provide a heading for each paragraph.
- Ask students to re-order the paragraphs provided on the following pages, so that the paragraphs can form part of the information contained in a brochure about AIDS.

Post-Reading Stage (after reading)

- Ask students to discuss how they would support a member of their family or friend who is HIV-positive.
- Ask students to make recommendations to the Minister of Health in their country about the problems of AIDS.

Paragraphs about HIV/AIDS

Read each paragraph. Then, write a heading for each paragraph or select one from the various headings provided at the end of the paragraphs. Re-arrange the order of the paragraphs so that the information flows more appropriately.

After some time, people with HIV or AIDS will usually begin to accept their situation. This will help them to feel better. They will feel more peaceful in their mind, and will begin to think about the best ways to live.

They might think:

- What can I do to make the best of the rest of my life?
- What foods should I eat to help me stay healthy?
- What plans should I make so that my children are provided for in the future?
- Let me be grateful for every single day. Let me appreciate my family and friends and show them how much I care for them.

No matter how much someone prepares, it is a shock to learn that one has HIV infection or AIDS. A person might feel confused and not know what to do. It is good for people to be with someone they trust at this time. For example, when you go for test results, take someone very close, like a good friend, with you.

A person with AIDS might try to bargain, "God will cure me if I stop having sex," or "My ancestors will make me better if I slaughter a goat," or "I will be good and it (AIDS) will go away." People with HIV or AIDS need to be helped to get through the feeling of bargaining. Talk through this stage. Remain logical, calm and relaxed. Humour may help.

Some people might become very angry when they learn that they have HIV or AIDS. This is also a common feeling and can come when they blame themselves or the person they think gave them HIV. Some may even blame God. Anger is normal but it may not be helpful, since it can focus on blaming others (being angry with them) or themselves (feeling guilty), rather than taking positive actions. Talking to someone can help a person overcome feelings of anger and help them accept their situation. If you are trying to help someone with HIV or AIDS, anger is a difficult reaction to cope with, especially when it is directed at you. It is important for you to try to understand and not take the anger personally. The anger must be overcome and, as a care-giver, you should try to talk through this stage. Keep talking. Don't turn your back. Keep the subject open.

Depression is normal. It reveals that the depressed person is seriously thinking about the problem and how to deal with it. When people find out that they have HIV or AIDS, they may feel that there is no good reason for living. They feel useless and want to stay at home, not eat and not talk to anyone.

Depression can make people weak in both mind and body. It is important to try to help them overcome this depression and not give up. Encourage them to put on nice clothes, visit friends, keep busy with things that matter, do something that helps others, and to think about their children and friends who still need them.

A person with AIDS might often feel lonely. This feeling may come and go for a long time and depends on the support given by the family and friends. Anyone who has AIDS must be helped to remember that they are not alone, that they are surrounded by family, friends and a community that cares about them. Many other people have HIV or AIDS. Try to find out about support groups for the person with HIV and for the care-giver. Go to meetings, prayer groups and any group activity that allows you to make contact with people.

People with HIV or AIDS fear many things, for example:

- losing their job
- having other people know that they are infected
- rejection
- leaving their children
- death.

These fears become less when they talk to someone who understands. Someone with AIDS might also find that they are worried about things that they do not need to fear.

For example, they may find that when other people learn that they have HIV, they show great love and kindness rather than the feared rejection.

When people have AIDS, they might think everyone is looking at them or talking about them. This may make them want to hide. Sometimes people with AIDS may feel unworthy of friendship. You can help them not to hide or feel discouraged by encouraging them to stay active in the community. This can increase the acceptance of people with HIV/AIDS by showing the world that people with HIV/AIDS are valuable members of society, just like everyone else.

You can help people with HIV or AIDS have hope about many things. For example:

- Hope that each sickness will be treated as it comes.
- Hope because they are loved and accepted for who they are.
- Hope that scientists will find a cure.

It is important to have hope. Hope lifts spirits and gives strength to face each situation. Hope can help each person to fight HIV and AIDS – to live positively and to live longer.

Remember, even if people have hope today, it is possible that they might feel angry or depressed tomorrow. This is normal. Even people without HIV or AIDS go up and down emotionally every day. The important thing is to try to instill the feelings of hope again and again and again.

Adapted from Botswana Medical AID Society. *How to Recognise and Take Care of the Common Problems Caused by AIDS*. Gaborone: Author.

You may write your own title for each of the above paragraphs or select titles from the following list that will help you to organise the paragraphs on HIV/AIDS:

- Depression
- Self-Consciousness
- Anger
- Fear
- Hope
- Loneliness
- Shock
- Bargaining
- Denial
- Acceptance.



Self-Assessment 2

1. Explain why it is useful to divide a reading activity into the three stages:
 - pre-reading,
 - reading, and
 - post-reading.
2. Using content from this unit and Module 3, complete the table below indicating the various reading skills used at each stage of the sample reading activity on AIDS.

Stage	Skills Used
Pre-Reading	
Reading	
Post-Reading	

Points to be included in your answers are provided at the end of this unit.



Practice Activity

Develop pre-reading, reading and post-reading activities for a lesson based on the text below.

Tripe and Onions Recipe

by Esther Mosinyi

1 kg tripe
375 ml milk
1 teaspoon salt
1/4 teaspoon pepper
large onion, sliced

4 tablespoons flour
3 tablespoons freshly chopped parsley (optional)
1/4 teaspoon grated nutmeg (optional)

Method

Place tripe in a saucepan of cold water and bring to boil. Drain off water, rinse tripe under running cold water and clean thoroughly. Cut tripe into cubes. Place in a saucepan with milk, salt and 250 ml water. Bring to the boil and add onions. Simmer very slowly for 2 hours. Mix flour to a smooth paste with a little cold milk and add it to the pan. Stir continuously and bring to a boil. Season well. Simmer for a further 10 minutes. Sprinkle with nutmeg. Blend in the chopped parsley, if used, then serve.

Source: Botswana Council of Women. (1988). *Cooking in Botswana*. Gaborone: Printing and Publishing Company Botswana Pty.

Possible points to be included in your answer are provided at the end of this unit.



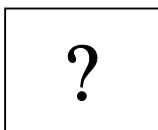
Summary

This unit has outlined some suggestions on how to offer students support during a reading activity. By breaking the reading lesson into stages, you can keep track of the skills the students are using to achieve the reading task. This procedure also makes students aware of their abilities as flexible readers. Remember that the idea is to get students to a level at which they no longer need your assistance.



Reflection

Reflect on how the insights you have gained regarding the reading stages will influence the procedures you use during your reading lesson.



Unit Test

List techniques you could use for the following stages of a reading lesson:

- pre-reading
- reading
- post-reading.

Possible answers to the test questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Information gained in this unit includes the following:

- Reading is a meaningful or goal-oriented activity.
- Reading is an active process.
- One can use a variety of skills depending on the reading situation and purpose.
- Reading is a complex process that should be broken into manageable stages.

Self-Assessment 2

1. The purpose or goals to be accomplished in each stage are outlined below.

Stage	Purpose
Pre-Reading	<ul style="list-style-type: none">• arouse interest• motivate• evoke pre-existing information• establish purpose for teaching
Reading	<ul style="list-style-type: none">• focus on reading task• complete reading task• practise skill
Post-Reading	<ul style="list-style-type: none">• establish link between new information and real life• consolidate skill practised

2. The various reading skills for each stage are outlined below.

Stage	Skills Used
Pre-Reading	prediction anticipation recollection of pre-existing knowledge
Reading	skimming ordering skills intensive reading
Post-Reading	discussion

Practice Activity

You must first decide on your purpose for reading the text. Then, your selection of activities for each of the stages will be based on the purpose.

For example, the following could be used:

Pre-Reading

- Ask students to name some dishes.
- Ask if they know how to prepare any of the dishes.
- If they know how to prepare any dish, ask what is needed to prepare it.
- Ask them to tell you where tripe comes from.

Reading

- Tell students the purpose of the task. For example, you could ask them to read the text or recipe and then prepare tripe with onions. Do inform the students that the quantities indicated in the recipe serve only 4 people.
- Ask students to write out the method, clearly showing the steps to follow when preparing the dish.

Post-Reading

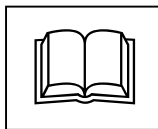
- Ask students to write out their favourite recipes and exchange them with other members of their class. You might involve some of their mothers in this activity.

Unit Test

<i>Reading Stage</i>	<i>Possible Activities/Techniques</i>
Pre-Reading	questions pictures diagrams stories
Reading	signpost questions matching texts re-ordering texts note-making summarising text reading intensively

Post-Reading	discussion of issues production of materials research
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UNIT 3: Reading Techniques, Part 2



Introduction

This unit focuses on some of the techniques you could use to develop students' reading skills. Your class comprises students with a range of abilities. Therefore, it is important to explore a variety of techniques in order to meet many of your students' needs. You should also remember that students have their own preferred ways of learning, so it is always good to have a store of techniques to use. This unit explores individual and group reading.

Objectives

After completing this unit, you should be able to:

1. Define individual and group reading.
2. Identify advantages of each technique.
3. Explain how each can be used in a reading lesson.

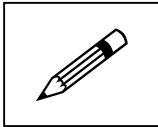
Individual Reading

What does it involve? As the name suggests, it involves reading on your own. Here students read at their own pace but with a specific purpose in mind. You can make individual reading more interesting by assigning a group of students different paragraphs of a passage and giving each one a task. At the end of the exercise, each provides the group with the information obtained from his or her paragraph. You could also ask them questions whose answers are in another group's paragraph. Therefore, students would need to exchange information. This is a valuable feature of everyday reading – reading to fill information gaps.

Individual reading activities could be done within mixed ability groups. Children would do the same task at the same time individually within the group of learners. The task will be personal and the achievement differing, depending on each child's reading skills. One child may finish the task before others in a group. The same child may be slower in another reading task because his or her skills differ from those of other children in the group. Thus, your intervention becomes necessary. You could also have children in mixed ability groups perform different reading tasks in the same group. This offers opportunities for child-to-child and teacher-to-child intervention.

The strengths of individual reading are that it:

- promotes teacher and student interaction;
- builds confidence, as students are in charge of the readings they are assigned;
- develops independent reading skills;
- promotes a positive self-esteem; and
- promotes self-direction.



Self-Assessment 1

What advantage would the following activity have for your mixed- ability class?

Individual students are to determine the correct order of the sentences below (Prodromou, 1992: 87-88):

- It was a sunny day.
- Suddenly, the third ant looked behind him.
- They were on their way home.
- Three ants were walking up a hill.

Possible answers to this activity are provided at the end of this unit.



Group Reading

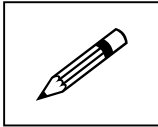
This is a situation in which a group of students are assigned the same or different reading tasks. You can decide on the group composition, depending on the needs of your students. For example, you may assign some members of the group the task of formulating questions on the text, while the others are in charge of the answers. When the two sets of students complete the tasks, they engage in a question and answer session. There is an exchange of information.

According to Askes and Kritzenger (1990: 141), group reading offers the following opportunities:

- it promotes active involvement of all students;
- it accommodates the shy and less able, as it is a less public act;
- it promotes healthy competition;
- it builds communication between group members;
- it develops leadership and interpersonal skills;
- it provides individual help for those who need it; and
- it promotes peer correction.

When using group reading, take the following into consideration:

- Make supplementary activities available for groups that complete tasks before other groups.
- Watch for groups or individuals within groups who need help.
- Provide a good selection of texts, as students need interesting reading in order to succeed.



Self-Assessment 2

1. Imagine that you have colleagues who do not want to conduct individual reading lessons because they have large mixed-ability classes. What advice would you give them?
2. You have decided to divide your class into two groups, A and B. You ask Group A to read the text below and formulate questions to ask Group B. Group B reads and answers questions from Group A.
 - a. What opportunities will this activity provide for your learners?
 - b. What questions are the students in Group A likely to ask?

Where Wildlife and People Roam Free

Where Botswana, Namibia, Zambia and Zimbabwe all meet at Kazungula is just a man-made spot on a map and is of little consequence to the herds of elephants and other wild animals that roam across the area, as they have since time began. Man has tried to erect fences at various points in time, but they are soon trampled by the elephants as they follow their ancient path. To some, this is an enormous source of frustration. But others, like Jonathan Gibson, Founder and Managing Director of Chobe Holdings, see this as an outstanding opportunity.

“All four countries and even Angola share the same wildlife resource. The area [is] one of the last remaining vast wildernesses where animals are free to follow the bush paths of their ancestors,” explained Mr Gibson. “It makes sense therefore that all of us, Botswana, Zimbabwe, Zambia and Namibia, sit down and look at the benefits of a single ‘International Resource Reserve’ – a ‘Peace Park’.

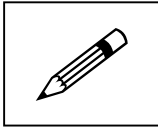
“We already have to share the wildlife, and the tourism industry would be boosted tremendously.”

Asked to explain 'International Resource Reserve' in a little more detail, Mr Gibson said he would like to see the day when, based on trust, visitors could wander freely throughout the area without the formalities of crossing the border at only a few designated points. "Of course all the countries would also have to hammer out unified, comprehensive wildlife management strategies that put the needs of the ecosystem first and foremost and plan around that recognition."

Mr Gibson has spent a good amount of time researching his subject and was anxious to point out that the idea would fail if the 'human factor' was left out. Gone are the days when wildlife conservation was about wildlife only. It is now generally accepted that people are as much a part of the ecosystem as animals. For centuries, the whole area has been populated by various tribes, who, incidentally, also use the modern boundaries. For hundreds of years, these people have lived off the land, utilising all of its resources, including the wildlife, and until the last hundred years or so nature has been kept in balance. Mr Gibson went on to explain that there were two types of poaching, commercial poaching which must be stamped out and subsistence poaching which is, after all, only a form of utilisation but does need to be controlled.

But what about the increasing pressures of the human population? "Yes, more people are populating the area, but I believe that there is, within reason, room for them. I also know that they won't be forcefully removed to make way for wild animals, so we must sort out a situation whereby people can benefit from the wildlife and vice versa. For instance, right now on a daily basis, directly across from Chobe Game Lodge the Caprivi fishermen chase away the elephants that destroy their fishing nets. They're subsistence fishermen. They catch just enough to eat and perhaps a little to sell, and that's all. Now, imagine if we could create a better alternative for some of them. Something that would be easier to do and would earn more. Something like opening a safari lodge which would offer employment to the locals and bring money into the area. The locals would begin to understand the value of the wildlife and eventually the elephants would be left alone, fish farming could be offered as an alternative, with the lodges as a ready market, and perhaps some of the fisherman could become river guides!"

From *Travel Botswana*, 1999.



Self-Assessment 3

From your experience as a teacher, explain why it is necessary for you to use a variety of teaching techniques.

Possible answers to this activity are provided at the end of this unit.



Summary

In this unit, you were introduced to group and individual reading. You learned how reading can be made manageable by using these techniques, especially with your mixed-ability classes.



Reflection

Think of how you could approach reading lessons, given the insights gained from this unit.



Unit Test

Outline how you could combine the techniques of individual and group reading in a lesson. What would be the advantage of this approach?

Possible answers to this test are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

This activity allows for a variety of answers; thus, more students have a chance of being correct.

Self-Assessment 2

1. Below is advice you could give to a colleague.
 - Reading is a purposeful, private activity. Therefore, students should find purpose in carrying out the task and should be equipped with the reading skills to tackle a variety of reading demands.
 - Reading tasks should be selected carefully in order to provide opportunities for a variety of responses and to address the various ability groups.
2. a. The learners will read, share ideas and help one another to arrive at the answers.
- b. Some of the questions that Group A may ask are:
 - Where do Botswana, Zambia, Namibia and Zimbabwe meet?
 - What animals are found at the man-made spot?
 - Who is the founder and managing director of Chobe Holdings?
 - What resource is shared by all countries, including Angola?

Possible answers by Group B to Group A's questions:

- Kazungula
- elephants
- Jonathan Gibson
- wildlife

Self-Assessment 3

Benefits of using a variety of teaching techniques:

- Pupils will enjoy their lessons.
- Effective learning will occur if children are motivated.
- Students will be catered for as individuals and as groups.

Unit Test

You can have students reading in groups first, followed by individual reading, or the other way round. This enhances comprehension of texts as students help one another to arrive at the meaning.

UNIT 4: Reading Activities, Part 1



Introduction

In the previous units, you learned various techniques that you can use to organise reading lessons. The aim of the next two units is to explore other activities you can use in the classroom. These activities will be divided into those that require a linguistic response and those that do not require a linguistic response.

Please note that there are activities in this unit that require students to interpret a non-linguistic text such as a picture, graph or illustrations and to give a linguistic interpretation.

By now, you should be aware that reading is an interactive skill. In order to interpret a text, the reader should know the purpose for reading and have the necessary tools and sub-skills. It is therefore important that when you plan activities for your class, you bear these points in mind. This will help develop your learners into efficient readers.

Objectives

After completing this unit and the next one, you should be able to:

1. Explain the difference between activities requiring a linguistic response and those that do not require a linguistic response.
2. Devise appropriate activities for your class.

What Is an Activity?

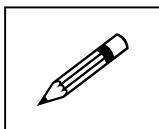
An activity enables you to obtain feedback on your teaching processes. Nuttall (1982: 137) says,

Since understanding is an invisible and private process you need some way of making sure that it takes place in order to judge the success of your approach. It is the process of understanding, i.e., what the student does between starting to read a new text and eventually correctly answering questions on it, that interests us. Mostly, because it is during that period that learning takes place.

You will agree that it is impossible for you to have a one-to-one meeting with each student. Thus, activities of different forms, such as those discussed in this topic and the next one, are most useful for providing feedback.

You give your class a picture to study and describe. You realise that they will need language to present their answers. The answers can be either written or verbal. You may have come across such linguistic activities in your career. Can you think of examples?

Tabulating information, note-making or completing a document are examples of linguistic activities.



Self-Assessment 1

In your view, can reading be taught in isolation from other activities?

Points that could be included in your answer are provided at the end of this unit.

Let us now explore examples of texts that require linguistic responses.



Traditional Comprehension Activity

You will no doubt be familiar with this type of activity. Here, the learner reads and answers questions based on a written text. This method yields feedback for the teacher.

Example A: Acids

New teaching strategies make it possible for a text to be used for different purposes. A good example is given below by Nutall (1982: 207-211). The original example has been modified for this unit.

Instructions for Exercise A on Acids

The text that follows is interrupted by a number of statements, a to i. The student is required to study them carefully and decide whether each is true or not true, according to the information expressed above them. The answers are given in the section 'Solutions' following the passage.

Exercise A: True and False Statements

¹An acid is a compound containing hydrogen which can be replaced, directly or indirectly, by a metal. ²Its solution in water turns blue litmus paper red.

³Acids can be classified into two groups. ⁴Acids which always contain the element carbon are called organic acids and they often come from growing things, like fruit. ⁵Citric acid, which is found in lemons and oranges and other citrus fruits, and acetic acid, which is found

in vinegar, are organic acids. ⁶Acids which do not contain the element carbon are known as inorganic acids. ⁷They are usually prepared from non-living matter. ⁸Inorganic acids consist only of hydrogen and an acid radical. ⁹Hydrochloric acid consists of hydrogen and the chloride radical, and sulphuric acid consists of hydrogen and the sulphate radical. ¹⁰They are inorganic acids.

- a. *All acids contain hydrogen.*
- b. *Inorganic acids contain the chloride radical.*
- c. *Organic acids always come from growing things.*
- d. *Lemons and oranges are not citrus fruits.*

¹¹The hydrogen in an acid is replaceable by a metal.
¹²Acids can be divided into classes according to the number of atoms in each molecule which a metal can replace. ¹³Those which have only one replaceable hydrogen atom in each molecule are known as monobasic acids. ¹⁴Other acids may contain either two or three such replaceable hydrogen atoms in each molecule and these are known as dibasic and tribasic acids, respectively. ¹⁵All the atoms of hydrogen in the molecules of inorganic acids are replaceable by a metal. ¹⁶Sulphuric acid is an inorganic acid which is dibasic. ¹⁷Hydrochloric acid is an example of an inorganic acid which is monobasic. ¹⁸Orthophosphoric acid, whose molecules contain three atoms of hydrogen, is tribasic. ¹⁹Acetic acid molecules each contain four hydrogen atoms but only one of these can be replaced by a metal. ²⁰Acetic acid is monobasic.

- e. *A molecule of hydrochloric acid contains one atom of hydrogen.*
- f. *Inorganic acids are monobasic.*
- g. *Hydrochloric acid is the only monobasic acid.*
- h. *A molecule of sulphuric acid contains three atoms of hydrogen.*
- i. *Orthophosphoric acid is an inorganic acid.*

Solutions

- a. An acid is a compound containing hydrogen which can be replaced by a metal. (¹) Thus, all acids contain hydrogen.
- b. Sulphuric and hydrochloric acids are inorganic acids. (⁹, ¹⁰) Inorganic acids consist only of hydrogen and an acid radical. (⁸)
Hydrochloric acid consists of hydrogen and the chloride radical, and sulphuric acid consists of hydrogen and the sulphate radical. (⁹) Therefore, hydrochloric acid contains the chloride radical and sulphuric acid

- contains the sulphate radical. Therefore, it is **not true** that all inorganic acids contain the chloride radical.
- c. Organic acids **often** (not always) come from growing things. ⁽⁴⁾ Therefore, organic acids **do not always** come from growing things.
 - d. The text refers to lemons and oranges and other citrus fruits. ⁽⁵⁾ Therefore, lemons and oranges **are** citrus fruits.
 - e. Hydrochloric acid has **only one** hydrogen atom in each molecule, therefore a molecule of hydrochloric acid contains one atom of hydrogen.
 - f. Sulphuric acid is an inorganic acid that is also a dibasic acid. ⁽¹⁶⁾ Therefore, it is **not true** that inorganic acids are monobasic.
 - g. Hydrochloric acid is **an example** of an inorganic acid which is monobasic. ⁽¹⁷⁾ Therefore, there are other monobasic acids and it is **not true** that hydrochloric acid is the only monobasic acid.
 - h. Sulphuric acid is a dibasic acid ⁽¹⁶⁾ and contains **two** atoms of hydrogen. Therefore, it is **not true** that sulphuric acid contains three atoms of hydrogen.
 - i. Orthophosphoric acid, whose molecules contain three atoms of hydrogen, is tribasic. ⁽¹⁸⁾ All the atoms of hydrogen are replaceable. All the atoms of hydrogen in the molecules of inorganic acids are replaceable by a metal. ⁽¹⁵⁾ Therefore, orthophosphoric acid is an inorganic acid.

Pay particular attention to the question types that follow this reading passage.

Exercises Related to the Analysis of a Science Selection

Exercise B: Rephrasing

Rewrite the following sentences using different words but ensuring that the same meaning is conveyed.

1. All the atoms of hydrogen in the molecules of inorganic acids are replaceable by a metal.
2. Acids which do not contain the element carbon are known as inorganic acids.
3. Acids can be divided into classes according to the number of atoms in each molecule which a metal can replace.
4. Sulphuric acid has two replaceable hydrogen atoms in each molecule which a metal can replace.
5. Orthophosphoric acid contains three atoms of hydrogen in each molecule.

6. Orthophosphoric acid, whose molecules contain three atoms of hydrogen, is tribasic.

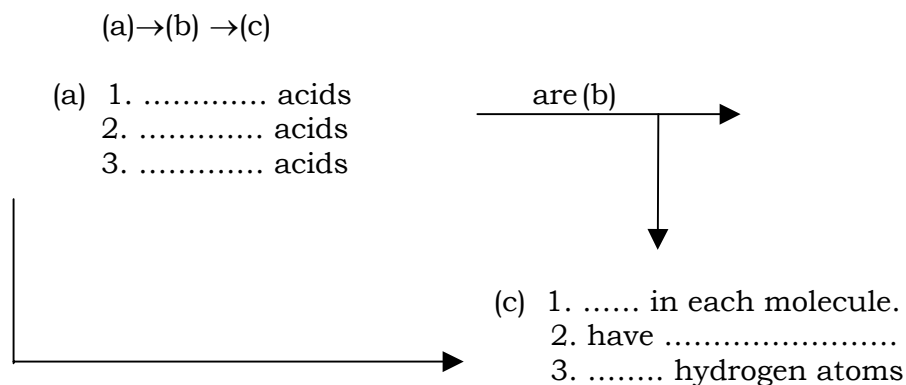
Exercise C: Relationships between Statements

Place the following expressions in the sentences indicated. Replace and re-order the words in the sentence where necessary.

- | | |
|--------------------------|----------------------|
| a. can be defined as (1) | e. however (15) |
| b. are classified as (5) | f. whereas (16 + 17) |
| c. for example (9) | g. although (19) |
| d. therefore (10) | h. therefore (20) |

Exercise D: Statements Based on Diagrams

Draw the following diagram and complete it by reference to the reading passage. Then use it to write out the definitions of the different kinds of acids mentioned in the text as indicated below. (Note: This can be a challenging activity for students.)



EXAMPLE: Monobasic acids are acids which have one replaceable hydrogen atom in each molecule.

Now do the same with this diagram:

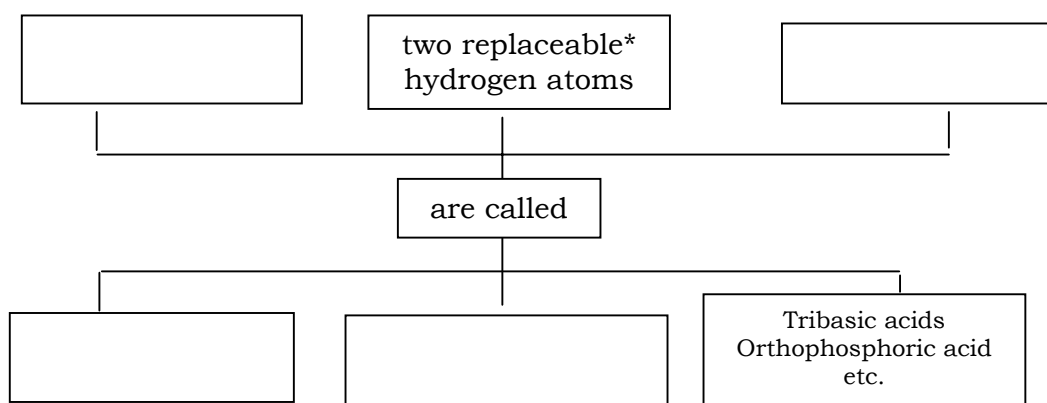
- | | |
|--|--------------------------|
| <p>(a) 1. acids are</p> <p>which</p> | <p>(b) 2. acids</p> |
| <p>(c) 1. contain
2. element carbon</p> | |

Exercise E: Statements Based on Diagrams

Draw the following diagram and complete it by reference to the text, giving examples of the different classes of acid. (Note: This can be a challenging activity for students. As in Exercise D above, ensure that your students are capable of understanding this type of exercise. You could make this exercise easier by adding additional hints.)

Acids

Whose molecule contain



*i.e., replaceable by a metal

Use your completed diagram to make statements of the form:

Acids whose molecules contain ... replaceable hydrogen atoms are called Acids acid, for example, is a acid.

What conclusions can we make from this extract?

- As you can see, the text is from a science textbook and it is used to equip the learners with several strategies for processing texts. You will also note that a range of activities is used for this purpose.
- As students read, they carry out a task that helps them to identify the key points of the passage.
- Exercise B demonstrates paraphrasing or rephrasing, another skill you have already been introduced to.
- In Exercise C, the relationship between statements is illustrated.
- In Exercise D, definitions of acids are presented. The information is tabulated and relationships between tables indicated.

- Exercise E shows the classification of information. Again information here is tabulated and relationships indicated.

Information kept in note form as presented in the various exercises becomes quite useful for study and revision purposes. This strategy can be used in a language lesson, in a science lesson or any other subject. Students will benefit immensely from their teachers' concerted effort to equip them with appropriate strategies for reading.

Example B: Finding Your Way

Consider the activity below. What is its purpose? What subject areas would you associate the content with?

Instructions for Finding Your Way

Work in pairs. You are at the railway station noted on the map below. Ask each other the way to:

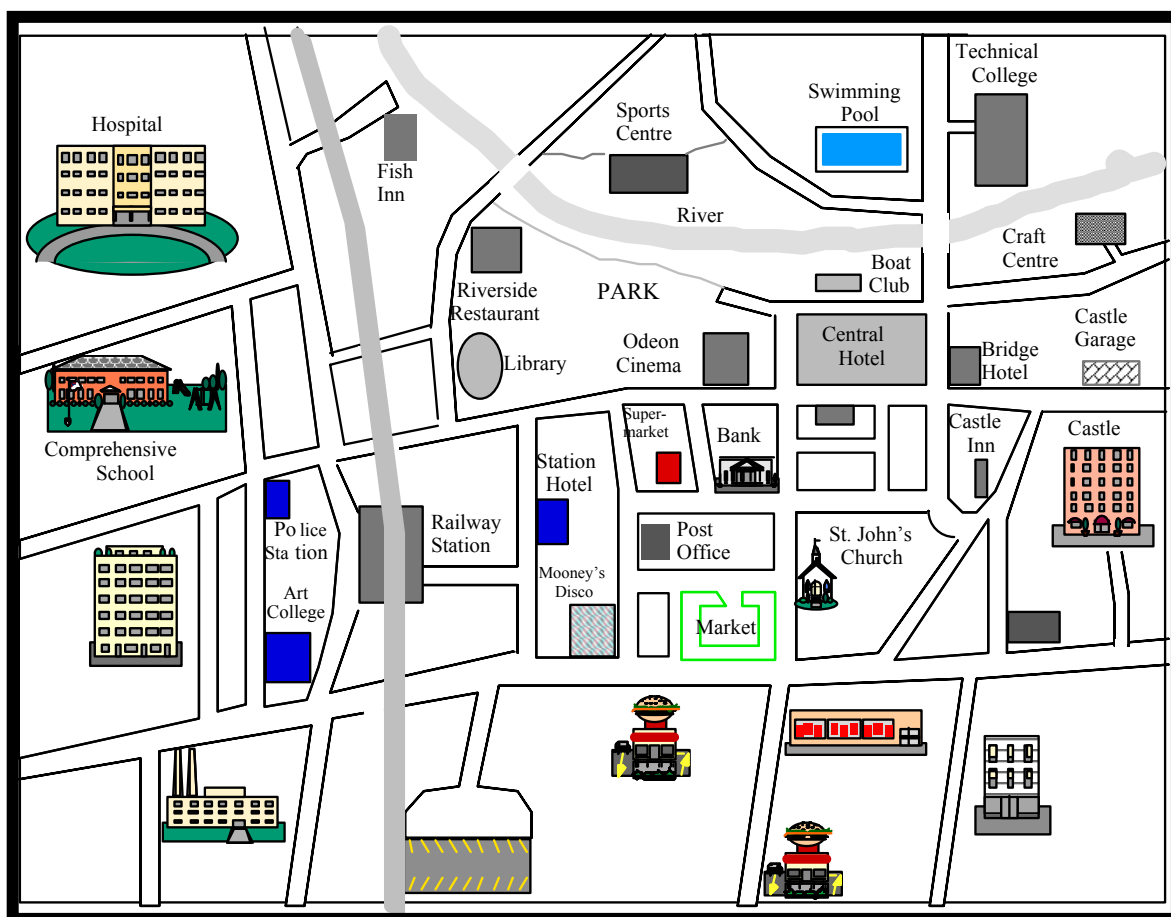
- | | |
|------------------|-----------------------------|
| 1. the castle | 4. the bank |
| 2. the library | 5. the comprehensive school |
| 3. the boat club | 6. the swimming pool |

Student A begins: Excuse me, how do I get to
.....?

Can you tell me the way to
.....?

Student B finishes: You'll see the on your
left/right.

Now imagine you are somewhere else on the map.
Choose a place you want to go to, and ask your partner
how to get there.



Source: Doff, A., et al. (1993: 26). *Meanings into Words: Intermediate Students Book*. Cambridge: Cambridge University Press.

You will notice that in this exercise, the learners use spoken language to give feedback. Although they are only asked to discuss, you can extend this activity by asking them to work individually, in pairs, or in a group to respond.

You will also notice that while they practise the language of giving directions, they are learning geographical or social studies content. The interpretation of different texts will be easier for your pupils if all teachers work together to develop their students' reading skills.

Example C: Population Figures

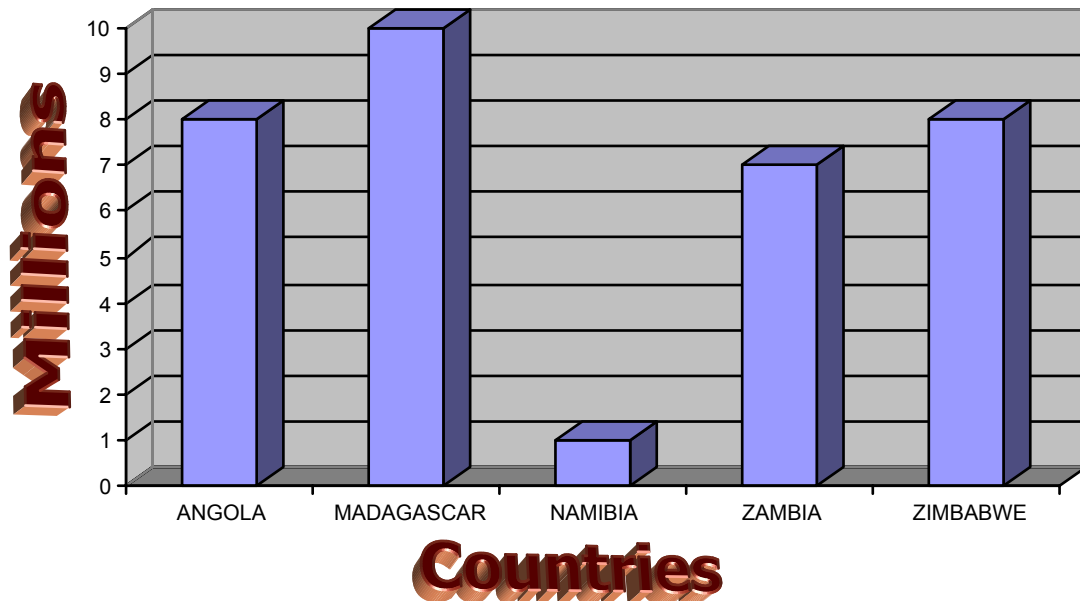
You can also give your students exercises to provide practice in reading tables, diagrams, pictures and graphs.

The activity below comes from a Botswana primary mathematics book. Go through it with a colleague and state how it could be used in other subject areas.

Population Figures

The bar graph shows the approximate population figures for five African countries. Study the population graph and answer the questions below.

The Population of Five African Countries

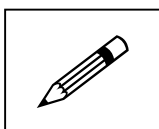


- Which country shown in the bar graph above has the highest population figure?
- Which country has the lowest population figure?
- Which two countries have populations of the same size?
- How many more people live in Madagascar than in Zambia?
- How many times bigger is Zambia's population than Namibia's?
- Make your own bar graph showing the population figures of other African countries you know. The population figures for all African countries can be found at the back of your Social Studies atlas.

Earlier in the module, we said that reading introduces new vocabulary and structures. In this activity, you should look at the functional value of words such as highest, lowest, more and bigger. In this way, you will reinforce the content covered in an English lesson.

You will also notice that social studies content is learned through this activity. Therefore, you could extend this activity by using the information provided in the previous module to

give students more practice in using different strategies to read and comprehend texts.



Self-Assessment 2

Study the text below and answer the questions that follow.

Performance Indicators for Primary Education

District	No. of Schools	Classroom Shortage	Untrained Teachers	Repeaters	Drop-Outs	D/ Grade	Pupil/Teacher Ratio
Gaborone	32	25.9	6.1	2.0	0.2	12.8	29.5
Francistown	19	26.3	6.6	1.6	0.3	16.1	32.1
Lobatse	9	2.6	2.3	1.6	0.2	17.8	33.2
Selibe Phikwe	12	36.4	13.4	1.4	0.4	26.3	35.8
Jwaneng	6	16.3	1.9	5.7	0.1	13.4	22.9
Southern	98	34.4	18.1	3.5	1.1	29.2	25.3
South East	20	0	18.0	2.2	0.3	24.0	25.7
Kweneng	79	33.3	14.0	2.7	1.5	29.5	27.1
Kgatleng	38	26.7	26.2	3.1	0.5	27.8	23.0
Central	107	30.7	14.9	2.5	0.4	33.2	27.7
Central North	53	35.6	20.9	2.2	1.7	33.2	27.3
Central South	50	33.6	20.6	2.6	1.4	33.2	26.6
North West	59	35.2	18.0	4.0	1.8	29.5	24.3
Ghanzi	21	17.7	32.2	4.1	2.6	42.3	19.2
Kgalagadi	33	30.8	39.39	4.9	1.3	40.1	19.4
Total	670	30.2	17.3	2.7	1.0	31.9	26.5

Adapted from: Government of Botswana. (1997: 347). *National Development Plan 8, 1997/98 – 2002/3*.

1. Which area has the highest drop-out rate?
2. Name the largest area. Give a reason for your answer.
3. Ghanzi and Kgalagadi have the lowest pupil/teacher ratio. Explain why this is the case.

(Was it easy for you to answer question 3 above? If not, what do you think prevented you from working out the answer?)



This unit has introduced you to activities that require a linguistic response. Below are additional activities that you might also want to use:

- dramatisation and role play
- debate and discussion
- reading aloud.



Practice Activity

You have been assigned to chair a materials production committee in your school. What advice would you give your colleagues about the generation of activities that require linguistic responses?

Points to include in your answer are provided at the end of this unit.



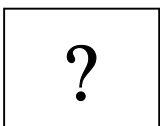
Summary

This unit introduced you to constructing and using activities that require a linguistic response. You learned that they could cover the content of other subjects and integrate reading skills with other skills such as speaking, writing and listening. In addition, you used language to interpret texts such as maps, tables, figures and drawings. All these activities confirmed the purposeful nature of language. You also noticed that interpretation is easier if you have prior knowledge. We hope that you will use these strategies to make reading a useful tool for learning. The next unit provides more examples of types of reading activities you can develop for your students.



Reflection

Think of how you would use the information gained in this unit to improve the way you teach reading. What new reading activities could you introduce to your students?



Unit Test

1. List factors that will help you derive meaning from a picture.
2. Indicate whether it would be **best** to use a picture, diagram, map, bar graph or table to convey each item of information below.
 - a. the location of wildlife
 - b. the changes in the population of elephants in Botswana during the last 10 years
 - c. the relationship between the number of elephants, the number of poachers and the number of tourists
 - d. the environmental factors that affect the elephant population.

Possible answers to the test are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Reading cannot be taught in isolation because there is always a purpose for doing it. You read because you want to carry out an activity. For example, you read and answer questions or discuss an issue that is related to a particular subject matter. You read a letter and reply to it. You read a recipe and prepare the dish. Reading has a purpose, whether it is to obtain information that you can use to complete another activity or whether you read for enjoyment.

Self-Assessment 2

1. Ghanzi had the highest drop-out rate.
2. Central has the largest number of schools.
3. It would not be easy for you to work out the answer to this question because you lack background information about the area. This reminds you that it is important to make sure students have the necessary background knowledge to answer the questions you ask them.

Practice Activity

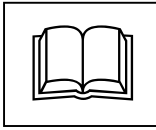
You may want to do the following:

- Assist your colleagues to understand that like prose text, a graph or picture can be interpreted and meaning expressed verbally or in written form. This information can be used later for other purposes such as study or introductory activities before reading or writing.
- You will also mention the integration of reading with other subject areas and topics.

Unit Test

1. To interpret a picture, you should know the context within which it is used, the purpose of the activity, your own experiences or knowledge of the world and strategies for reading. These will be combined to give meaning to the picture.
2.
 - a. map
 - b. bar graph
 - c. table
 - d. diagram

UNIT 5: Reading Activities, Part 2



Introduction

The last unit introduced you to a range of reading activities. In particular, you looked at activities that require a linguistic response to a text. Now you will look at activities that do not require a linguistic response. As in the previous unit, you will define them and examine some examples of such activities. This unit will also examine how activities that require a linguistic response and those that do not require a linguistic response complement each other.

Objectives

After completing this unit, you should be able to:

1. Devise activities requiring a non-linguistic response to texts.

Activities That Require Readers to Label, Match and Rearrange

The passage below is about a family that has migrated to a foreign country. Read on to learn more about them.

The Nkosanas

The Nkosana family members are recently arrived immigrants to an English-speaking country. Mr and Mrs Nkosana would like to find jobs and improve their English in order to consult advertisements in the newspapers. They will also have to read bus schedules and attend interviews and English classes. They are literate in their own language, but their spoken English is limited.

Their daughter has completed a school certificate and would be pursuing an Economics Course at one of the colleges. Her study of English in her home country where she did formal education was limited to English lessons only, while the other subjects were taught in the local language. In her course, she will be expected to interpret graphs.

Adapted from Silberstein, S. (1994: 19). *Techniques and Resources in Teaching Reading*. New York: University Press.

You will notice that what is common to this family is that they all need to process material in the target language. It is crucial

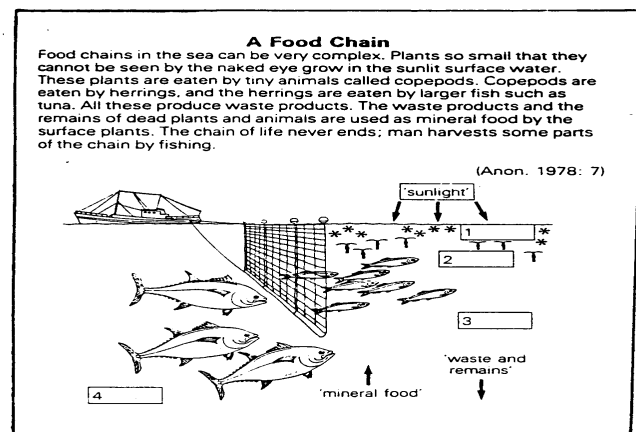
for Mr and Mrs Nkosana to have reading survival skills to interpret bus and train schedules, advertisements, signs, labels and instructions. As you may realise, the information they obtain from these texts is for their own personal consumption. They need not give anyone else feedback. Activities of this nature do not require a linguistic response. Examples of these activities are as follows:

- read and label
- read and match
- read and draw
- read and complete phrases or sentences
- read and rearrange non-linguistic texts
- read and construct a model.

Although the daughter's linguistic competence is far better than that of her parents, she will need assistance to process information in textbooks. There are a variety of activities that you can use to help her. These will be presented below.

Read and Label

You can ask your students to use information from the text to label a diagram.



Source: Williams, E. (1984). *Reading in the Language Classroom*. London: Phoenix.

This is a useful strategy for note-making. Later when the students review for the examination, they do not have to go through the entire written text again.

Read and Match

Read the text below and match faces with the names.



Source: Williams, E. (1984). *Reading in the Language Classroom*. London: Phoenix.

The girls above go to Coundon Court Secondary School in Coventry City, Britain. They have come to the SADC region to see wild animals. They would be delighted to hear from students in the region. Their address is:

Mowana Lodge
P.O. Box 5
Kasane.

Their names are Emma Smith, Ivy Grey and Lorraine Charles. Emma has big eyes and curly hair. Ivy, who is always smiling, has dark hair and wears spectacles. Lorraine has a thin face and long, straight hair.



Self-Assessment 1

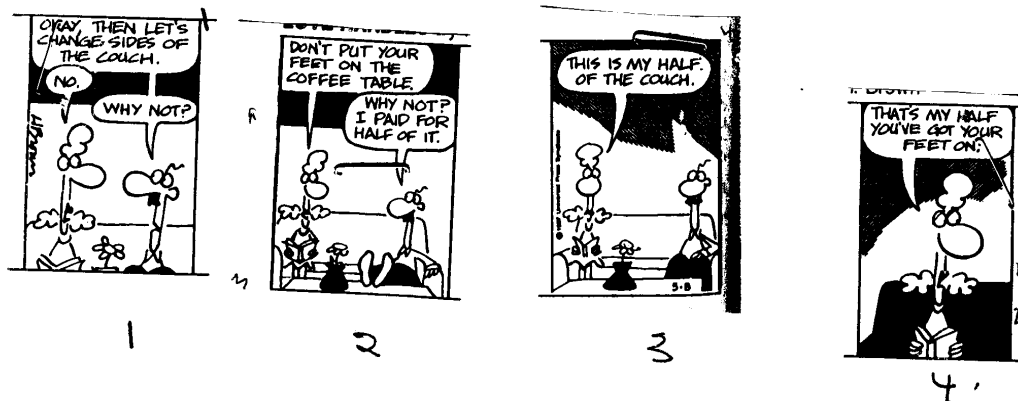
You are now aware that reading cannot be treated in isolation. Therefore, what activity or activities can you link with the read and match activity above?

Points that could be included in your answer are provided at the end of this unit.

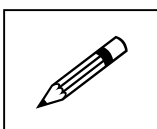


Read and Rearrange Information

The cartoon below shows an argument between a married couple. Read and put the strips in the correct order.



The above activity is also called a jigsaw. Try to solve the puzzle.



Self-Assessment 2

During most reading lessons, students are given a complete text to read and are then asked to answer questions. This approach can be varied by jumbling up paragraphs and sentences and asking students to put them in order.

Now, rearrange the paragraphs below and give the passage a title.

Humans occupy a position at or near the end of a food chain. Some food chains are long. For example, phytoplankton in the sea absorb the sun's energy and are eaten by zooplankton. Zooplankton are eaten by small fish. Large fish feed on the small fish and are eaten by humans. Other food chains are short. For example, cow's milk comes from a short food chain with two links.

Only a small percentage of the sun's energy is absorbed by plants. In addition, 80-90% of the energy is lost at each link in the chain. The amount of energy at the end of a chain will depend on the length of the chain. When the chain is short, each plant provides a large amount of energy. When the chain is long, each plant provides a small amount of energy. Consequently, one large animal at the end of a chain has to consume many small animals.

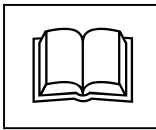
Small animals have to consume a large number of plants. In this food pyramid, one human has to obtain energy from a large number of other organisms.

Green plants use the sun's energy to manufacture food. They are the first stage, or link, in the food chain. When an animal eats a green plant, some of the sun's energy will be passed to the animal. The energy will be used for growth, for movement and other body processes. When a carnivore eats another animal, another transfer of energy is made. In a predator chain, energy is transferred from the plant to the herbivore and from the herbivore to the carnivore. In a saprophyte chain, the energy from the sun is transferred from dead plants and animals to micro-organisms.

The sun's energy travels through an ecosystem. The transfer of energy through an ecosystem by the producers, the consumers and the decomposers is called a food chain.

Adapted from The British Council. (1980: 84). *Reading and Thinking in English: Concepts in Use*. Oxford: Oxford University Press.

The answer to this activity is provided at the end of this unit.



Integrating Written and Pictorial Texts

Graphic or pictorial representations and the text complement each other. The former provides background knowledge, thus enhancing text comprehension.

It is crucial that you select or make graphs, diagrams and other illustrations that are relevant to the passage to be read. Otherwise they will not serve the role of providing background knowledge to the text that is to be interpreted.



Practice Activity

You want to conduct a reading lesson. Explain how you would use the material that follows in your lesson.

Non-Formal Education Report 1994-1996 (Botswana)

The Department of Non-Formal Education has the responsibility to offer out-of-school education to members of our society, who for a variety of reasons missed an earlier opportunity for schooling. Non-formal education, therefore, promotes access and equity in the delivery of educational services through government and non-government organisations, parastatals and other agencies. The department also coordinates activities of all stakeholders so that the targeted clientele is efficiently and effectively serviced.

The Revised National Policy on Education recommends life-long learning by providing universal access to education in order to create a learning society. This way, the government will promote equity and raise the general level of education for all Botswana. Also, the government wishes to give all its population work-related skills in order to improve their productivity and at the same time enable them to participate equally in social, political and economic activities of the nation.

The Department provides the National Literacy Programme and the Distance Education Programme. Both programmes contribute to continuing education and are complementary to the formal education system.

Enrolment Statistics for the National Literacy Programmes from 1994 to 1996.

YEAR	1994	1995	1996
No. of learners	16 497+	20 956	17 877
No. of Groups	1 546+	1 798	1 656
Literacy Group leaders			
Literacy Ass/Ext. workers	122+	127	133

The National Literacy Programme

This programme offers basic literacy and post-literacy activities to illiterate people in Botswana. During this reporting period, more emphasis was on post-literacy activities as a way of empowering its clientele to be active and productive citizens of this country. The Department also has a package of post-literacy activities aimed at improving the learners' standard of living. These include:

- providing reading materials in Setswana and English in order to encourage further reading by newly literate people, thus sustaining their newly acquired skills and creating a literate environment.
- introducing English as a second language to learners who acquired literacy skills in Setswana.
- training literacy groups, especially women, in life skills such as sewing, knitting, tie and dye, poultry keeping, silk screen and other projects.

A number of these projects are already in place, facilitated by various donor agencies.

Adapted from Botswana Ministry of Education. (1994: 22). *Fifth Biennial Report*. Gaborone: Author.



Summary

In this unit, you were introduced to more reading activities: those that require a non-linguistic response to text. This helped to highlight the distinction between the two sets of activities discussed in this unit and the previous one. You were also made aware of the link between graphic information and written texts.

We hope that when you plan activities for your students, you will keep these activities in mind.



Reflection

How would you include more non-linguistic activities in your classroom?



Unit Test

Based on your experience with this unit, develop an activity that will require your students to read and draw and another activity that will require them to read and rearrange.

Possible answers to this test are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Several answers are possible. For instance, you may ask your students to write to one of the girls and explain why they chose that girl.

Self-Assessment 2

The Food Chain

The sun's energy travels through an ecosystem. The transfer of energy through an ecosystem by the producers, the consumers and the decomposers is called a food chain.

Green plants use the sun's energy to manufacture food. They are the first stage, or link, in the food chain. When an animal eats a green plant, some of the sun's energy will be passed to the animal. The energy will be used for growth, for movement and other body processes. When a carnivore eats another animal, another transfer of energy is made. In a predator chain, energy is transferred from the plant to the herbivore and from the herbivore to the carnivore. In a saprophyte chain, the energy from the sun is transferred from dead plants and animals to micro-organisms.

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Adapted from The British Council. (1980: 84). *Reading and Thinking in English: Concepts in Use*. Oxford: Oxford University Press.

Practice Activity

Below are a few suggestions of how you could use the education report in a lesson.

- Ask students to review the table and suggest how the information could be displayed in another manner.
- Ask learners to review the content in pairs and discuss the benefits of non-formal learning programmes.
- Have your learners complete an intensive reading activity and make notes of key points.
- Have your learners conduct a research project in which they compare the number of students involved in non-formal education with those enrolled in formal education.
- Give students a post-reading activity to enable them to consolidate and apply ideas in the passage to real-life situations. For example, students could be asked to say how they would convince an illiterate member of the community to enrol with the Non-Formal Education Department.

Unit Test

There is no pre-determined answer to this test. The activities you develop will depend primarily on your experience and the subject matter.

UNIT 6: Assessing Reading



Introduction

Modules 3 and 4 emphasised the value of developing effective reading skills and described the use and application of various reading skills. It is important that you make deliberate efforts to first develop students' reading skills **before testing** them on their reading ability. You may have observed the tendency to test before developing and teaching something. Sometimes this is useful as a diagnostic tool, to find out what students know before teaching them so that you do not waste time teaching what they already know. However, comprehension lessons generally require students to read and answer questions. An effort must be made to equip the students with the skills needed to derive meaning from a passage before determining if students can apply the skills developed.

Objectives

After completing this unit, you should be able to:

1. Differentiate between formal and informal assessment.
2. Apply relevant types of reading tests.

What Is Assessment?

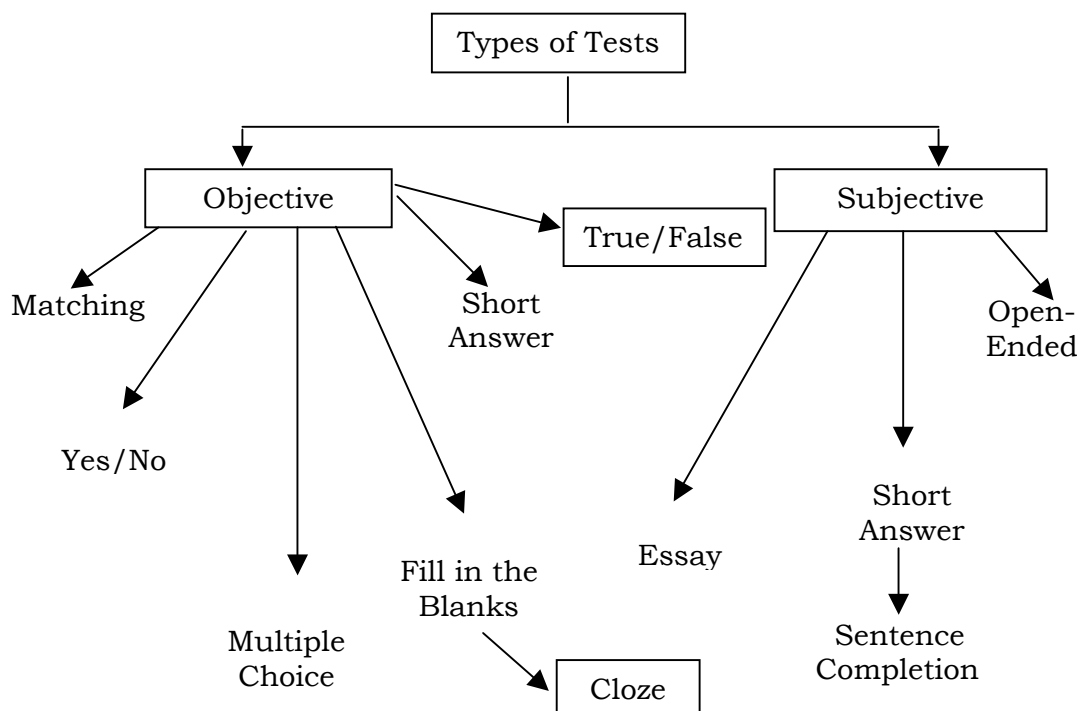
In a teaching situation, you would like to create some means of finding out if the objectives of your instruction have been achieved. You can do this on an ongoing basis by using informal testing. Here, you would check, for example, if the topic or unit objectives were met. Stier (1983, cited in Vincent, 1985: 5) describes the process of assessment as “one of sense making which is embedded in the fabric of meaning”. He further says that it takes place mainly in the teacher's head, hence we term it a ‘hidden process’.

Another way is to test on a more formal and public scale, for example, by using standardised national tests. Larson (1992: 205) says, “Through assessment you can tell if students can apply what they have learned.”

Larson differentiates between formal and informal assessment. Both formal and informal tests are used to make judgements regarding students' performance. **Informal assessment** aims at monitoring individual progress on an ongoing basis, while **formal tests** assess for comparison purposes; that is, each student's performance is being compared to that of others in the group.

Types of Tests

Within the two broad categories of assessment, there are a variety of test types.



It is important to note that your choice of a test type will be guided by your purpose for testing. For example, if you would like students to demonstrate their holistic ability to use language, you have to engage them in a form of test that will give them a chance to use language to express their ideas.

The major difference between objective and subjective tests lies in the manner in which they are scored. **Objective tests** are easy and quick to mark because the answers are pre-determined and there is only one answer. Therefore, they can be scored by non-specialists. Examples of this type of test questions are reflected in the diagram above.

Subjective tests are not easy to score. They take a long time to mark because the responses are not pre-determined. All responses are different because students express things differently. It takes a great deal of care and practice to score them accurately.

Reading Tests

This section explores the different tests that apply to reading. These are mainly objective tests which appear in the diagram as:

- matching
- yes/no

- true/false
- fill in the blanks
- multiple choice
- short answer.

Matching

Students can be asked to match different things. For example, you can ask them to match:

- pictures with information, and
- pieces of information.

For matching to be effective, the items should allow your learner to apply the tools used to process texts. Therefore, when you construct such an item, you should take note of this so that your students do not use guessing to arrive at the answer.

Yes/No

These are questions that require yes or no responses. For example, is she coming? No, she is not/Yes, she is. You will note that this test item does not give the students an opportunity to demonstrate their holistic language ability.

True/False

Statements are given and the learners indicate whether they are true or false within the context of the passage or text. The success of these items is dependent on the reader's use of the text to arrive at the answer. Unfortunately, true/false questions, like yes/no questions, are prone to guessing.

Fill in the Blanks

Here, words are missing from the text, and students are asked to fill in the missing words. You can support your students by providing words from which to choose the answers. A passage or a set of independent sentences could be used for this exercise.

Alternatively, a complete passage could be given, but words are not provided to assist the students. This type of test is called a **cloze test**. The words used to fill in the gaps must make sense according to the structure of the sentence and more importantly, the sense of the text.

If you use this type of test, you should train your students to read the passage before they start to complete it in order to get a general impression of its meaning.

Multiple Choice

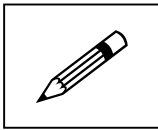
With this type of question, a number of alternative answers are provided. The students must select the best answer from the choices provided.

Every alternative answer or distractor should be related to items in the text so that students will be required to justify their choice. They should not be able to guess at the answer or eliminate items because they have nothing to do with what is being asked.

You will agree that the success of this type of test depends on the quality of the items. For example, if the distractors or alternative answers are obviously wrong, the student may simply guess the answer without understanding the text. In addition, multiple-choice items do not give opportunities for students to demonstrate creativity and fluency in language use.

Short Answer

These questions require students to provide a short answer. They primarily test the recall of information. They are easy to score and can cover many facts in a short period of time. However, they can be difficult to write if you want to reduce ambiguity.



Self-Assessment 1

From your experience as a teacher, describe the advantages of using multiple-choice questions to test reading.

Points that could be included in your answer are provided at the end of this unit.



Question Types

In a reading test, you will find a variety of questions that can be used to test different content. For example, questions could check for:

- literal meaning
- the reorganisation of information
- inference
- opinion.

You should teach your students how to respond to different types of questions. For example, they should take note of key words in questions, such as discuss, differentiate, state, compare and contrast. As well, they should be familiar with the meaning of these frequently used words: who, what, which, when, where and here. How and why questions require the learners to use their own words to describe, explain or give reasons.

It has been stressed throughout the modules that any written text should match the linguistic level of the learners. Therefore, it is important that you make questions accessible to your learners. They should be able to understand what you are asking them to do.



Summary

This unit has introduced you to a range of assessment procedures that you could use to determine the students' understanding of textual material. Formal and informal assessment measures were reviewed, as well as subjective and objective testing. Different types of questions and their applications were also presented. We hope that you will make sure to develop students' reading skills before testing them on their reading abilities.



Reflection

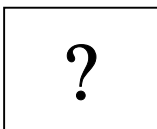
Reflect on your current methods of testing reading. Testing can be used to assess the status of your students' reading skills, but you should not test them formally until you have provided them with reading skills. Think of how you would now approach this aspect of teaching.



Practice Activity

1. Teachers are expected to use different assessment procedures in their teaching. What tests are commonly used in your school? Are there other forms of testing that you could introduce to your school?
2. You have recently been appointed chairperson of the curriculum committee. How would you encourage other teachers to give reading tests regularly?

Possible points to be included in your answer are provided at the end of this unit.



Unit Test

1. What is the difference between informal and formal testing?
2. Briefly outline the characteristics of a good test.
3. When would it be appropriate to use subjective testing?

Possible answers to these questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

It is easy to score multiple-choice items, as answers are pre-determined. They can be scored by non-specialists.

Practice Activity

1. Please note that answers to this question will depend on your situation.
2. You could tell them that testing gives feedback to both the teacher and the students. You need this information to determine what help or remediation is necessary. For the students, testing informs them whether or not they are making progress.

Unit Test

1. An informal test monitors an individual's progress while a formal test or summative evaluation compares the student's performance to that of others in the group.
2. A good test should:
 - measure what it intends to measure,
 - clearly specify the tasks that must be done, and
 - have language at the level of the learners.
3. Subjective testing is appropriate when you want students to express themselves so that you can follow their train of thought or discover how they sequence ideas. You are also able to judge their command of the language and their holistic approach to learning.

UNIT 7: The Role of the Teacher



Introduction

We have taken time to discuss the process of learning and the skills and techniques involved. However, we have not discussed the ‘agent of change’, who is you. An effective teacher is crucial to the success of a reading programme. Some important questions should be answered. For example,

- What attributes should you bring to the reading programme?
- How do you fit into the reading web?
- What expectations do your students have of you?

This unit will help you answer the above questions and determine your role in equipping students with relevant and appropriate reading skills. You will also come to appreciate the role parents play in supporting students as they learn to read.

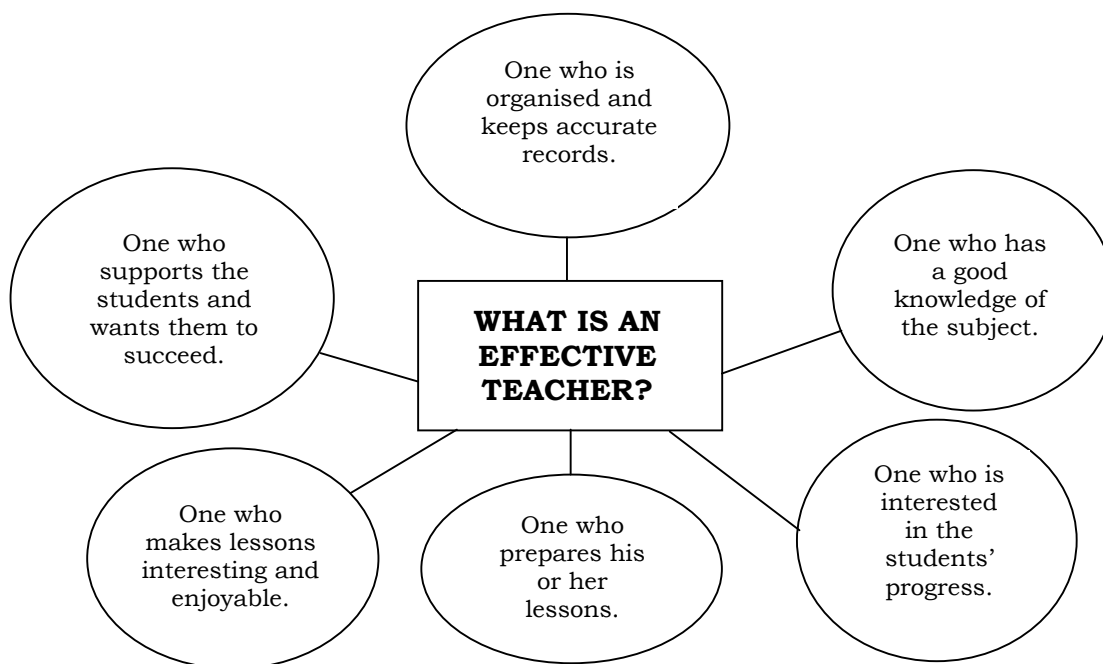
Objectives

After completing this unit, you should be able to:

1. Discuss the qualities of an effective teacher.
2. Describe the teacher’s role in a reading programme.

What Makes an Effective Teacher?

Let us begin by asking the question, “What makes an effective teacher?” The following diagram shows some key qualities that students from different parts of the world identified as characteristics of effective teachers.



You will realise that there are many other attributes that are not indicated above. Feel free to add additional qualities.

What Is the Teacher's Role in Reading Programmes?

Let us now turn to the role that you have to play as a teacher who is responsible for developing students' reading skills. First you should remember that you are all teachers of reading. As Crandall (1987: 3) says, "Content area teachers must recognise that they, too, are 'reading teachers'." This is so because you read material across subjects and you use the same skills. One of the misconceptions that teachers have is that of seeing reading as the responsibility of the language department. Teachers of other subjects disassociate themselves from teaching reading skills. However, texts are read in subjects other than language and students must learn to read effectively and efficiently in order to get the most out of their non-language classes.

If your reading programme is to succeed, you must be committed to the goal of developing successful readers. There is only one way to determine success – when your students can turn to texts with ease and apply appropriate reading skills without your help, then you will know that you have been successful. Collins (1991: 81) effectively summarises the idea of equipping students with skills:

The person who 'knows a lot' is no longer at such a premium. It is the people who can apply knowledge and adapt to different circumstances who are emerging as the most valued members of society.

Teachers are expected to be enthusiastic and 'love' reading. Nuttall (1987: 192) states that "readers are made by readers". What is meant here is that you should practise what you preach. Get students to feel and experience the fulfilment you get from reading. Get into the habit of sharing with students pieces of information from the texts you have read. You could share jokes, puzzles and current affairs. Nuttall (1987: 192) further says, "Reading is like an infectious disease, it is caught not taught."

This kind of encouragement is particularly useful for students who come from backgrounds where there is limited exposure to the written word.

As a teacher, you should:

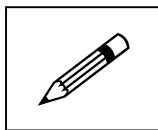
Read Widely. When you demonstrate your reading of a variety of books and other materials such as newspapers and professional magazines as well as literature, you are indirectly reinforcing the points raised about different reading purposes. You read a variety of texts for different purposes. Your students would like to see you use the various reading skills and achieve

your reading purpose. You read for information as well as personal satisfaction. For example, as you walk past the students' noticeboard you may, out of curiosity, stop to read the notices.

Create Opportunities for Practice. It is important that you offer students the chance to have hands-on experience with the reading skills. There is no point in carrying out the tasks yourself; it's the students who need to do them. Collins (1991: 81) says,

Skills are learned through practice. The teacher in a skill-focussed programme acts as a facilitator for experiences which give students the chance to practice skills.

Select Reading Texts with Care. Remember that you turn to texts and other reading materials that interest you, so choose texts with your students' interests in mind. It is also important that the language level of the texts is appropriate. If the language is too difficult, it will frustrate the learners; if it is too easy, it will not provide a challenge. Select some texts that are related to real-life reading situations so that the students can see the purpose of the reading tasks.



Self-Assessment 1

1. State the attributes of an effective teacher.
2. Describe the teacher's role in developing students' reading skills.

The answers to the Self-Assessment questions are provided at the end of this unit.



What Role Can Parents Play in Reading Programmes?

When you implement a reading programme, you are not alone. Parents have a vested interest in ensuring that their children succeed at school. Therefore, successful reading programmes involve parents regardless of whether the parents are literate or not. Parents can:

- encourage their children to read;
- ensure that students read at home;
- listen to their children as they read aloud;
- discuss the material read by the students, especially the material that is non-technical in nature;
- encourage their children to go to the library;
- provide a variety of reading materials;
- read to their children;

- discuss with the teacher how they can best help the teacher to assist their children to read; and
- become exemplary readers themselves.



Practice Activity

1. Conduct a survey with your students to determine the qualities of an effective teacher from their point of view.
2. Look at the list of qualities of an effective teacher and check the ones you already have. Explain how you will strive to achieve any qualities you might not have now.

Possible answers to the above are provided at the end of this unit.



Summary

As teachers, all of us can work on our limitations and improve our abilities. Once you have identified your students' needs and expectations, it will be easier to work towards satisfying them.

In addition, you are the best reading model for your students. They should observe in you what you preach. Be exemplary and show them that reading empowers the mind and enriches one's personal life.



Reflection

Reflect on your teaching and efficiency as a teacher, and then think about the 'recipe' below for becoming an efficient reader.

Becoming an Efficient Reader

Ingredients:

- 10 kg texts that interest you
- 10 kg special reading tools
- 10 kg love for books
- 5 kg reading targets and goals
- 5 kg spare time

Method:

- First, 'wash' and 'peel' your reading targets and goals.
- Second, 'cut into cubes' spare time for reading.
- Then, 'boil' the targets and spare time for 10 minutes.
- 'Soak' the interesting texts for 15 minutes and add to the boiled mixture.

- Add special reading tools.
- Simmer everything together for 10 minutes and leave to cool.
- Lastly, drink the mixture at high speed.

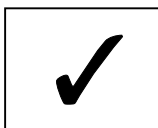
Think of at least three things you can do in your classroom to demonstrate to students that reading is a useful and enjoyable activity in your own life.

?

Unit Test

1. List the characteristics or actions that are exhibited by an effective teacher as outlined in this unit.
2. If a teacher is to be successful at encouraging his or her students to read, what must the teacher do?
3. Outline five things that parents can do to help their children learn to read.

Possible answers to these questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

1. Attributes of an effective teacher:
 - Demonstrates good knowledge of the subject.
 - Shows interest in students' progress and success.
 - Prepares their lessons.
 - Makes lessons interesting and enjoyable.
 - Supports students and wants them to succeed.
 - Demonstrates organisation and good record-keeping skills.
2. Your role in a reading programme is to:
 - Show enthusiasm and 'love' for reading.
 - Read widely.
 - Create opportunities for practice.
 - Select reading texts with care.
 - Encourage success and progress.
 - Support your students.

Practice Activity

1. There is no single answer to this activity. Responses will vary depending on the information provided by the students.
2. You may have produced a table similar to the one below. You will only get better at any skill, including reading, if you practice.

<i>Roles</i>	<i>Always</i>	<i>Sometimes</i>	<i>Never</i>
Show enthusiasm and love for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read widely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create opportunities for practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select reading texts with care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage success and progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be there for your students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit Test

1. Your answer for this question is the same as the answer for Self-Assessment question 1 above.
2. Your answer for this question is the same as the answer for Self-Assessment question 2 above.
3. In order to help their children to read, parents can:
 - become exemplary readers themselves;
 - read to their children;
 - provide a variety of reading materials;
 - discuss reading material with their children;
 - encourage the children to go to the library;
 - listen to their children as they read aloud;
 - ensure that students read at home; and
 - discuss with the teachers how the parents can help.

UNIT 8: Managing Reading

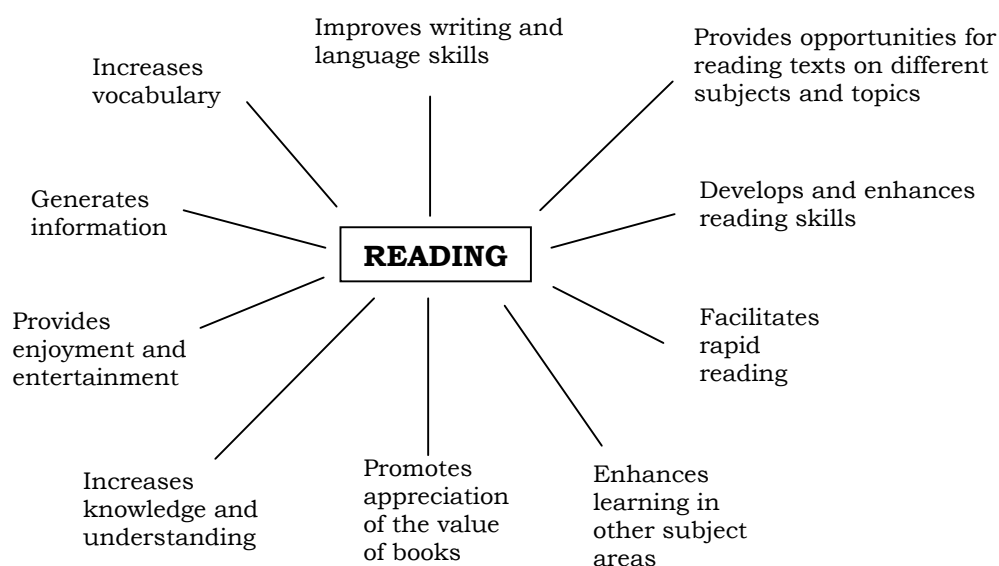


Introduction

Module 3 and Unit 1 of this module introduced you to the theoretical background of reading. You considered the meaning and purpose of reading, skills needed to process a text, text selection and policy formulation.

This unit focuses on practice. So far, you have been equipped with various skills and techniques for handling reading lessons. Reading activities, assessment procedures and the role of the teacher have also been covered.

You should now be better equipped with the techniques for presenting this important skill that has so many benefits for the learner. However, all will be lost without proper management of reading in your school. Your goal to produce skilled and efficient readers who can read for a variety of purposes will not be realised unless appropriate supervision and direction are provided. These benefits are summarised in the illustration below.



In this unit, you will examine management strategies that can be employed to mount an effective reading programme.

Objectives

After completing this unit, you should be able to:

1. Identify qualities of an effective school.
2. Define your role in the teaching of reading.

3. Outline the value of supervision in the management of a reading programme.

What Is an Effective School?

You would definitely like to be associated with an effective school, that is, a school that promotes success for all its students. What, then, are the features of such a school? Some of them are listed below:

- effective administration
- high expectations of the students
- adequate resources
- enabling environment
- good working relations
- good performance in the examinations and co-curricular activities
- variety of teaching methodologies to cater to students with a wide range of abilities
- openness to advice from teachers, parents and the community
- self-evaluation
- production of independent and well-rounded individuals who are readily accepted by society
- successful policy implementation
- a vision and plans for realising the vision.

These schools exhibit all these attributes because someone gives direction to ensure that national and school policies are implemented. You will note that the leaders have a vision that is shared by all and plans to ensure that the vision is realised. Stakeholders are also clear as to their roles.

What Is the Role of Management in a Reading Programme?

The success of a reading programme or policy is dependent on the active participation of management. The role of the school management in administering a reading program includes the following activities:

- Ensure that all stakeholders are involved. Communities, parents and, in particular, teachers and students must understand the value of reading irrespective of the subject area.
- Facilitate the formulation of a reading policy and strategies for implementation.

- Facilitate the formulation of evaluation procedures, e.g., decisions regarding formative and summative evaluations. Information gained from these evaluations will be used to ensure close monitoring of the programme and allow for re-strategising.
- Ensure materials of the right level are used for the curriculum.
- Establish clear channels of communication.

The contribution of middle management, comprising senior teachers or heads of departments, is essential because they are closer to the direct implementers, the teachers. Middle management should therefore do the following:

- Ensure that required materials are available when needed.
- Identify needs of teachers and initiate staff development to ensure they are on track.
- Ensure learners are taken through activities to equip them with reading skills.
- Observe reading lessons and provide feedback to the teacher.
- Give necessary guidelines or advice.

What Is the Role of the Teacher?

You will realise that teachers are at the forefront of implementation. Therefore, with the guidance of the supervisors, you should be able to implement the reading policy. You should:

- Use the appropriate strategies to equip learners with reading skills.
- Participate in the acquisition of materials.
- Monitor the learners' reading progress.
- Help learners to select materials relevant to their reading level.
- Ensure they keep reading by playing audio- and videotapes on new books or talking to learners about new books in order to whet their appetites.
- Ensure classrooms are conducive to reading activities.
- Discuss the reading programme with parents.

If you are to be a successful teacher of reading, then you must ask yourself:

- Who are my students?
- What am I teaching?

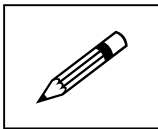
- What goals will I set to meet the needs of the students and the national and school goals for reading?
- How will I teach reading?
- How will I know that I have reached the goals that I have set?

What Are the Students' Roles?

Students, too, have an important role to play as managers of their own learning. You should make them aware of the value of reading at school and later in life. Therefore, they should be afforded the opportunity to:

- participate in the selection of texts,
- evaluate their own progress, and
- keep reading.

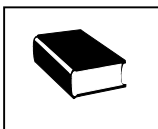
Refer to Module 3, Unit 6, *Extensive Reading*, for additional ideas on how you can encourage and support your students' reading.



Self-Assessment

1. Why should communities and parents be involved in reading programmes? What is their contribution?
2. If you had a colleague who was opposed to self-evaluation, how would you encourage him or her to change his or her mind?

Possible points to include in your answer are provided at the end of this unit.



Summary

By now, you probably have realised that without clearly defined goals, the provision of reading materials from different subject areas and, more importantly, direction and close monitoring, your reading programme can never succeed. We hope that you will use ideas from this unit and, of course, the other information from the two modules on reading to improve the way reading is taught.



Reflection

Reflect on your current role as a teacher of reading. Think of how you would now approach the teaching of reading, given the insights gained from this unit.



Practice Activity

Review the features of an effective school. Which of these characterise your school? Briefly explain how you will contribute to the success of a reading programme at your school.

Possible answers to this activity are provided at the end of this unit.



Unit Test

1. How can the school management facilitate a reading programme?
2. Discuss the value of supervision in a reading programme.

Possible answers to the test questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

1. Parents can supervise reading at home. They may be able to donate books or raise funds for the acquisition of reading materials. A list of additional contributions that parents can make is provided in the answer to question 3 in the Unit 7 Unit Test.

Communities and agencies can donate books or money for the purchase of books and other materials. They can establish a library and lobby governments to put more resources into reading programmes.

2. You could tell your colleague that evaluation ensures that the programme is still on course and if problems are encountered, strategies can be changed.

Practice Activity

Answers to this activity will vary according to your situation. Do remember that change will not occur unless you set out to make it happen.

Unit Test

1. Management can facilitate a reading programme by ensuring that:
 - reading programme policies and guidelines are followed;
 - all school stakeholders are aware of these policies and guidelines;
 - all stakeholders are involved in the reading programme and are encouraged to provide feedback;
 - evaluation procedures are established to measure progress and assess success;
 - appropriate materials are available to address the interests, needs and ability levels of the students;
 - teachers are trained in reading and use methods and techniques that encourage reading; and
 - all teachers, regardless of the subject matter they teach, are involved in the reading program.
2. Supervision at every stage will ensure the successful implementation of the programme. This will lead to the achievement of the goal you set for yourself, of producing effective readers.

Module Test

1. Discuss the ways in which the following could pose challenges in a reading programme:
 - teachers
 - students
 - resources.
2. Suggest ways in which you could tackle at least four challenges posed by the lack of resources in a reading programme.
3. Design two reading activities that require a non-linguistic response.
4. Design two reading activities that require a linguistic response. In your answer, note activities that should be included before, during and after the reading activity.
5. Discuss the advantages and disadvantages of both individual and group reading methods.
6. Illustrate the integration of linguistic and non-linguistic response texts.
7. Differentiate between formal and informal ways of assessing reading.
8. Why is it important for every teacher in the school to encourage reading and actively participate in the reading programme?
9. What are the key differences between objective and subjective test questions?
10. Explain how the teacher's attributes can influence the success of a reading programme.
11. Discuss how the overall management system of a school affects the running of a reading programme.
12. Outline five actions teachers can take to encourage and improve their students' reading skills.

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